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ABSTRACT

The companion to a publication presenting new state standards for Oregon public schools, this brief assistance manual attempts to help school districts interpret some of the standards, to further elaborate on instructional programs described in the standards, to recommend more specific curriculum and program resources for districts to consider in developing and implementing local programs, and to provide guidelines for evaluating local instructional and support programs. The booklet begins with a brief discussion of the relation of the state standards to equal educational opportunity followed by information on curriculum balance in the instructional program and on available resources. Also included is a comparison of the 1976 and the 1980 standards. (Author/JM)

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ELEMENTARY-SECONDARY GUIDE
for
OREGON SCHOOLS
1980

PLANNING FOR
STANDARDS
IMPLEMENTATION

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FOREWORD

In February the State Board of Education adopted revised standards for Oregon's public elementary and secondary schools. The standards, with related compliance indicators and commentary, have been published under the title, *Elementary-Secondary Guide for Oregon Schools: Standards for Public Schools*. A schedule shows the date when each rule becomes effective. Other rules and statutes that are related to the standards are described.

To help districts implement the standards, the Department of Education has developed a series of "Standards Guidelines." Titles include:

The High School Diploma and Alternative Awards 581-22-316
Unit of Credit Requirements 581-22-316(1)
Competence Requirements 581-22-316(2)
Safety in Oregon Schools 581-22-706

Additional guidelines are planned and others will be developed as needed.

On the following pages is a discussion of some matters that should be kept in mind when administrators look at district compliance with the standards: assuring equal educational opportunity in all programs, and planning the required and optional curriculum from kindergarten through grade 12. Resources available to districts are described on page 7.

Some of the material included in the old Part II of the 1976 Guide, such as suggested program goals and related bibliographic references, is not included in this document. This material instead has been incorporated into the program guides for each respective program area, to help district personnel find the resources they need in the most efficient manner possible.

The Department of Education staff gives great importance to assisting districts in matters relating to the standards. For further information, call 378-8539 or toll free in Oregon 1-800-452-7813.

Verne A. Duncan
State Superintendent of
Public Instruction

INTRODUCTION

The Elementary-Secondary Guide for Oregon Schools: Standards for Public Schools, specifies those Administrative Rules (OARs) which districts must meet to be considered "standard" under Oregon law. Related "compliance indicators" and "commentary" for each OAR are included to help clarify the State Board's intent when adopting each standard.

This *Planning for Standards Implementation* is a companion to the standards publication. It directs the reader to the variety of resources available to school district personnel to assist them in implementing the standards. Included first is a brief discussion of some issues in "Equal Educational Opportunity" related to the standards, followed by some important information relative to curriculum balance in "The K-12 Instructional Program." On page 7 is a list of specific examples of materials either related to particular standards or useful in general to implementing specific parts of the standards, followed by a two-way crosswalk between the 1976 and the 1980 standards. The first column in the crosswalk relates old to new OAR numbers and notes some of the more significant changes. The second column relates new to old OAR numbers and lists contact persons within the Department who are prepared to respond to your questions on each of the respective standards.

"MUSTS & MAYS" FOR PLANNING

Educational services come to students through instructional and support programs. Instructional programs bring the curriculum (e.g., math, science, art, music). Support programs help to make curriculum effective (e.g., transportation, media, guidance and counseling).

Equal Educational Opportunity

Making decisions about either instructional or support programs calls for balancing alternatives: Will all students have equal opportunity to profit from the local educational services? This question must be addressed from the outset as districts plan or revise any instructional or support program.

Thus whatever conditions or discriminations potentially affect any student in any program at any level K-12 *must* legitimately be anticipated when planning the local educational system. Presently all students *must* have equal opportunity to participate in programs and equal access to facilities regardless of national origin, race, religion, sex, marital status, family financial condition, age, handicap, or primary or home language other than English. No person "shall be subjected to discrimination in any public elementary [or] secondary . . . education program or service, school or interschool activity . . . where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly." [ORS 659.150(2)]

In short, this statute and other Oregon Revised Statutes and Administrative Rules* spell out what *must* be attended to assure equal educational opportunities when local districts develop any instructional or support program. Covered, for example, are access to offerings and facilities; employment; textbook selection; school and interschool activities (including athletics); special education (handicapped); and educationally able and gifted students.

The standard concerning equal opportunity is not intended to mandate absolutely identical program offerings for every student in every school. The development of new or expanded educational programs or support services need not be delayed because the district cannot implement them in all buildings or grade levels at the same time. However, district planners should be sensitive to the possible discriminatory impact of new programs on various subgroups in the student population. The goal *should be* to assure an equitable distribution of education resources throughout the district and to make available services which meet the individual needs of students.

Local districts *may* provide these equal educational opportunities in many ways. But whatever options they choose, districts should

- carefully plan combinations of instructional strategies, educational management techniques and specialized supportive services aimed at improving and strengthening the functioning levels of the target student population.
- plan, develop and implement curriculums to provide for the unique educational needs of all students.
- diagnose students' strengths and weaknesses, taking into account the unique physical and psychological needs and abilities of each student.
- prescribe instruction regularly reviewed, evaluated and modified to provide for each student's educational growth and social and emotional development.

*And Public Laws and federal regulations.

determine on an individual basis which instructional programs will be least restrictive for students. Instructional programs should provide for the adaptation of teaching methodologies and activities, supplementary instructional materials, diversified teaching devices, diversified teaching staffs, and educational philosophies to reflect the pluralistic realities of our society.

whenever possible, make use of pertinent existing educational and community resources.

With balanced alternatives for equal educational opportunities in mind, then districts may reasonably plan or revise their instructional programs and support programs.

The K-12 Instructional Program—The Elementary Grades

Standards for Public Schools (specifically OAR 581-22-420) require that students in each grade K-6 receive instruction in eight programs unless excused by local districts for handicaps or religious beliefs (OAR 581-22-415). They *must* receive instruction in art, health education, language arts including reading and writing, mathematics, music, physical education, science, and social studies including geography and history.

In grades 7 and 8, students *must* receive instruction in all these programs except art and music, though in grade 7 or 8 they *must* have elective classes available in fine arts or applied arts. Further, the instruction K-8 *must* provide them with the knowledge and skills necessary for high school study (including the basic skills, OAR 581-22-402) and *must* provide career education (OAR 581-22-405).

Bases for identifying required instructional programs in Oregon elementary schools come from the Oregon Constitution and the Oregon Revised Statutes.

The Oregon Constitution directs the Legislative Assembly to provide by law for establishing a uniform and general system of common schools (Article VIII, Section 3). The legislature has carried out that provision by enacting Oregon Revised Statute 326.051(1). That statute directs the State Board of Education to establish state standards for public kindergartens and public elementary and secondary schools and to prescribe required or minimum courses of study.

Establishing prescribed instructional programs founded upon the Oregon Constitution, Oregon Revised Statutes and Standards for Public Schools merely tries to assure that every Oregon student, regardless of the size, resources and location of the local school district, will receive equal educational opportunity at least to an accepted measure.

Even though standards prescribe certain instruction for pupils in elementary grades (including eligible handicapped, OAR 581-22-410), local districts have options when developing and implementing the instruction. Districts *may* provide instruction in addition to that which is required. They *may* determine schedules and time allotments. They *may* set up special classes or combine concepts and learning activities into already existing classes.

Such options in a goal-based planning system have only one string attached. Are options chosen consistent with expected learner outcomes stated in the district's own goal sets (state goals to district goals to program goals to course goals)? If "yes," and if the district offers the required and elective programs, and if the K-6 instruction provides students the knowledge and skills for high school study and provides for career education, then the district meets the elementary curriculum part of the standards.

Program schedules should be flexible enough to meet varying needs of students and to accommodate varying teaching styles of staff, but sufficiently structured to assure that

students receive a balanced curriculum. Subject to variations justified by local situations, curriculum *may* provide balance for instructional programs similar to Table 1.

Table 1
SUGGESTED K-8 CURRICULUM BALANCE

	Primary	Intermediate	Upper	
Required Program[1]	K-3	4-6	7	8
Art	7%	7%		
Health Education	7%	8%	1 semester[2]	1 semester
Language Arts	40%	35%	2 semesters	2 semesters
Mathematics	15%	15%	2 semesters	2 semesters
Music	7%	7%		
Physical Education	8%	8%	2 semesters	2 semesters
Science	7%	10%	2 semesters	2 semesters
Social Studies	9%	10%	2 semesters	2 semesters
Electives[3]			3 semesters	3 semesters

[1]Career education *must* be part of each instructional program (OAR 581-22-405). Traffic safety education, environmental education (including energy education), citizenship education, etc., *may* be combined in curriculum where most appropriate.

[2]Assumes a 7-period day, 5 days a week, 18 weeks.

[3]Fine arts or applied arts electives *must* be available in either grade 7 or grade 8. Students *may* take electives in fine arts (e.g., art or music) **or** in applied arts (e.g., business education, home economics, industrial arts) **or** in a combination of fine arts and applied arts **or** in other electives.

When planning K-8 schedules, local districts should, moreover, give careful thought to

selecting textbooks and other instructional materials (see ORS 337.120 and ORS 337.141).

scheduling physical education, music and recesses to break longer periods of concentrated desk work and to provide changes of activities.

using media, including television or radio.

teaching skills in art and music not only as disciplines but also to enrich many other subjects.

implementing goals and contents of two or more instructional programs or subjects through block scheduling to teach related skills and concepts in the most meaningful ways.

ending childrens' and teachers' days with feelings of accomplishment and satisfaction.

And, districts must remember as they plan elementary schedules: K-8 instruction *must* provide students with opportunities to acquire knowledge and skills to demonstrate competence required for graduation at receiving secondary schools (OAR 581-22-316). Students *may* demonstrate competence—and have it verified—any time during their 12 years of schooling (although usually they do so as they prepare in high school for graduation). Districts, then, *must* carefully plan and make clear to everyone affected when and where students may demonstrate competence and get it verified. But regardless of

when and where demonstrating and verifying take place, instruction to assure development of competence in reading, writing, mathematics, speaking, listening and reasoning **begins** in the elementary grades.

The K-12 Instructional Program—The Secondary Schools

Programs in secondary schools *must* build upon the programs in elementary schools (OARs 581-22-211, -316, -402, -405, -420, -425, -602 and -606).

Students *must* satisfy unit of credit requirements, competence requirements and attendance requirements to earn a high school diploma (OAR 581-22-316). Districts *must* therefore offer programs suitable for students to meet district and state requirements for graduation (OAR 581-22-425). Districts *must* assign units of credit to one or more programs and be able to trace units of credit to specific programs (OARs 581-22-211 and -606).

One way districts *may* assign units of credit to programs appears in Table 2.

Table 2

SUGGESTED ASSIGNMENT: UNITS OF CREDIT TO COMMON PROGRAMS

Common Programs (middle & high school)	Required Units of Credit (130 clock hours = 1 unit)														
	Language Arts (3)[1]	Mathematics (1)	Science (1)	U.S. History (1)	Global Studies (1)	Government (½)	Health Education (1)	Physical Education (1)	Career Development (1)	Personal Finance & Economics (½)	Applied Arts	Fine Arts	For. Lang (1)[2]	Electives (9)
Art & Crafts								x			x			x
Business Education								x	x	x				x
Career Education								x		x	x	x		
Foreign Language	x							x				x		x
Health Education							x	x						x
Home Economics						x	x	x	x	x				x
Industrial Arts								x		x				x
Language Arts	x							x			x			x
Mathematics		x						x	x					x
Music								x			x			x
Personal Finance						x		x	x					x
Physical Education							x	x						x
Science			x					x						x
Social Studies				x	x	x		x	x					x
Speech & Drama	x							x			x			x
Traffic Safety						x		x						x
Vocational Education								x		x				x

[1]Includes the equivalent of 1 unit in written composition.

[2]*Must* be earned in any one or a combination.

Goal-based planning is the process that *must* be used to assure that the school district is giving all students in the elementary and secondary grades equal opportunities to earn a high school diploma. *Goal-Based Planning* and other booklets in the STANDARDS GUIDELINES series provide more information concerning the planning process.

1980 STANDARDS AND RELATED RESOURCES

The following list cites examples of materials either related to specific standards or useful in general to implementing the 1980 standards. A complete *Standards Resources* listing is available and will be updated as needed. Address orders to the Documents Clerk, Oregon Department of Education, 378-3589.

I. *Elementary-Secondary Guide for Oregon Schools: Standards for Public Schools*

II. *Elementary-Secondary Guide for Oregon Schools: Planning for Standards Implementation*

III. Standards Guidelines

Available
- *The High School Diploma and Alternative Awards (581-22-316)*
- *Unit of Credit Requirements (581-22-316)*
- *Competence Requirements (581-22-316)*

Soon to be Available
- *Goal-Based Planning (581-22-211 and -606)*
- *Career Education (581-22-405)*
- *Safety in Oregon Schools (581-22-706)*
- *Special Students*
- *Equality of Educational Opportunity*

. . . etc.

IV. Other Guidelines

- *Selecting Textbooks (581-22-520)*
- Personnel Management Advisory Committee series
- Special Education publications (e.g., *Technical Assistance Papers on PI 94-142)*
- Student Services publications (e.g., *Student Conduct and Discipline)*

V. Program Guides

Basic Education
- *Framework for Science Programs*
- *Language Arts Instruction K-12*
- *Math in Oregon Schools*
- *Physical Education in Oregon Schools*
- *Personal Finance Guide*
- *Media Program Guide*

. . . etc.

Vocational Education Clusters
- *Foodservice Occupations*
- *Industrial Mechanics Occupations*
- *Marketing Occupations*
- *Service Occupations*

. . . etc.

VI. Additional Department Resources

- *Publications 1980* (a brochure listing Department publications)
- Prestandardization workshops and training materials
- *Career Education Curriculum Kits*

- *Oregon Educational Services and Resources* (a catalog of resources and information)
- Compensatory Education publications (e.g., bilingual resources catalog)

VII. Other Resources

A variety of publications and/or workshops useful in implementing the 1980 standards are available through such organizations as: Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Boards Association, Tri-County Goal Development Project, Mid-Willamette Valley Consortium for the Improvement of Education, and other groups of ESDs and local districts.

STANDARDS CROSSWALKS

OLD TO NEW

1976	1980	SIGNIFICANT DIFFERENCE
200	102	Adds (3), revises (8)
201	201	
202		
204		
206	602	
208	211	
	606	
218	602	
221	420	
	415	
222	402	
	420	
224		
226	316	Changes required units of credit
228	316	
231	316	Changes competence requirements
232	316	
234	316	
	425	
236	316	
238	712	
241	715	Requires staff development
242	505	
244	717	
246	715	
248	717	
251	717	
252	502	Defines school day
254	702	
256	702	
258	717	
261	705	Requires preventive health services
262	510	

NEW TO OLD

CONTACT	1980	1976
	102	200
	201	201
R B Clemmer	211	208
Jim Goddard, R B Clemmer	316	226
		228
		231
		232
		234
		236
Jim Goddard	402	222
Tom Williams	405	
[illegible] McQuiston	410	
Jim Goddard	415	221
Jim Goddard	420	221
		222
Jim Goddard	425	234
Clarence Mellbye, Loren Steiner	502	252
Larry Mylnechuk	505	242
Don Kipp	510	262
		264
Clarence Mellbye, Loren Steiner	515	256
Jim Goddard	520	
Jim Goddard	602	218
R B Clemmer, Marshall Herron	606	208
Les Adkins	702	254
		256
Les Adkins	705	261
Clarence Mellbye	706	280
		282
		284
		286
		288
Lyle Wirtanen, Jim Sanner	710	268
		271
		272
Don Kipp	712	238

264	510
266	515
268	710
271	710
272	710
274	720
276	720
278	
280	705
282	706
284	706
286	706
288	706
292	720
294	720
296	720
298	720
300	720

405	Requires career education K-12
410	Requires programs for eligible handicapped
520	Requires state-adopted textbooks
712	Adds (2), (3), (4)
805	Requires procedure to resolve complaints
902	Sets new implementation dates

Don Kipp	715	241 246
Lloyd Thomas; Les Adkins	717	244 248 251 258
Ed Sanford	720	274 276 292 294 296 298 300
Clarence Mellbye; Loren Steiner	802	206
Larry Mylnechuk	805	
	902	